

ONCE: ON-line Current English

January 27, 2016

Senior phase WORKSHEET 1 (Suggested level: Grade 9)

In this worksheet, the focus is on reading comprehension (answering questions; drawing conclusions; inferring meanings and expressing opinions) and on developing critical language awareness; vocabulary development; punctuation; nouns; adjectives; concord; simple tenses; direct and reported speech; idiomatic expressions; and analysing cartoons. **CAPS Reading and Viewing; Language Structures and Conventions – Grade 9: aspects of Weeks 1–4 Term 1.**

Refer to Text 1:

1. Refer to paragraph 1:
 - a. “Century” in this context means: A. 100 runs; B. 100 years; C. 100 points. (1)
 - b. Is the expression “carved his name into the history books” **literal** or **figurative**? Explain. (2)
2. Refer to paragraph 2:
 - a. Explain the function of the **commas** in “On Tuesday, Bavuma’s parents, Vuyo and Phumza, and his sister Phila...” (2)
 - b. Give an explanation for the use of **ellipsis** (three consecutive dots) in this paragraph. (1)
3. Refer to the word “rippled” in paragraph 4:
 - a. Write down some **connotations** of the word (what you might associate with the word). (1)
 - b. In light of your answer in (a), suggest why the word is used in the context of social media. (2)
4. Refer to paragraphs 6 to 13:
 - a. Work out what “honed” (paragraph 7) means from its **context**. (1)
 - b. The words “late” (paragraph 6) and “gravity” (paragraph 12) are **homonyms**. (Homonyms are words that have the same sound and spelling, but different meanings.) Give the meanings of the words as they are used in Text 1 and then write two sentences in which you use the words so that they have different meanings. (4)
 - c. Rewrite paragraph 8 in **direct speech**. Begin your sentence with *He recalls...* (leave out “how”). (2)
 - d. Rewrite the first sentence in paragraph 13 in **indirect speech**. Begin with *He said that...* (2)
 - e. Explain why paragraphs 9 and 10 are in the **simple present tense**. (2)
5. The following sentences are based on information from paragraphs 15 and 16. Choose the correct form of the verb so that the verb agrees with the subject (this is what is known as **concord**):
 - a. Lobi and Temba often (go/goes) to the beach to get away from the madness. (1)
 - b. Neither of them (live/lives) in Langa anymore. (2)
6. Refer to “Bavuma enjoys...evenings with Lobi, braaiing meat, going to restaurants” (paragraph 19). Identify the **common nouns** in this sentence fragment and provide suitable **adjectives** to qualify the nouns. (3)
7. Give the meaning of the **idiomatic expression** “a stone’s throw away” (paragraph 25). (1)
8. From your reading of this text, describe four **characteristics** that you think would apply to Temba Bavuma. Use your own words. (½X4=2)
9. Having read Text 1, do you think the **headline** is suitable? Refer to the text to substantiate your answer. (3)
10. Refer to Text 2:
 - a. Describe the **visual details** that show the taxi has been going very fast. (2)
 - b. Explain the **significance** of the sign with the “100”. (2)

[35 marks]

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Memorandum:

1.
 - a. A. 100 runs (1)
 - b. It is **figurative**, as the expression means that his name will be remembered in history, not that his name will be physically cut or sliced into books. (2)
2.
 - a. The first comma, which follows "On Tuesday", separates a phrase from the main clause; the second set of commas separate additional information (about Bavuma's parents) from the main clause. They act as parentheses or brackets. (2)
 - b. The ellipsis could indicate that words have been left out (possibly more of "Temba", "Temba..."). It could also indicate the pace of the chant: a pause before the crescendo of "Bavuma!" (1)
3.
 - a. Connotations could be ongoing, spreading. (Be open to other possibilities). (1)
 - b. Something that is said in social media is often replied to or commented on; these comments are in turn responded to and there is therefore a rippling or spreading effect. (2)
4.
 - a. Perfected or refined. (1)
 - b. **Late**: this indicates she has died; **gravity**: seriousness. Different meanings are **late**: not early; **gravity**: the force that attracts something towards earth. (4)
 - c. He recalls, "As a child, I had my mother worried when I sneaked out to watch my uncles bowl and bat at the Langa Cricket Club, about a kilometre down the road." (2)
 - d. He said that he was not big on social media, but his girlfriend had told him about the comments and the emotions. (2)
 - e. Paragraph 9 refers to what his parents are doing in the present (in an ongoing way) and where they live at the moment. In paragraph 10, the present tense is used to indicate something that happens often – he stays at his grandmother's. These are not actions that have been completed in the past; hence the present tense is used. (2)
5.
 - a. Lobi and Temba often go to the beach to get away from the madness.
 - b. Neither of them lives in Langa anymore. (2)
6. "Bavuma enjoys (relaxed) evenings with Lobi, braaiing (delicious) meat, going to (different/quiet/interesting) restaurants". The common nouns have been underlined and suggested adjectives are in brackets. (3)
7. Close by. (1)
8. He is passionate about cricket; the pressure to do well can be a challenge ("daunting") for him; he enjoys spending quality time with his girlfriend; he is appreciative of the schooling he received. Be open to other possibilities. (½X4=2)
9. It is suitable: he has become a "newsmaker" as he achieved a historic century in a cricket test; the word "Bavuuuuma" plays on his surname and the idea of someone having a lot of "vuma" (power or strength); the "little big man" refers to his small stature, but his "bigness" on the field. (3)
10.
 - a. The wheels are skew; the passengers are in disarray – one has fallen, the other one has his/her eyes open and hair swept back with beads of sweat showing; there are clouds of dust; a camera has also been knocked over. (Students should mention any two details.) (2)
 - b. It is a road sign that indicates the maximum speed is 100kms per hour, but in this context it also refers to Temba Bavuma getting his century (100 runs). This is reinforced by the "Bavoooooma!" in the wake of the taxi speeding along, going faster than 100kms an hour. (2)

[35 marks]

On the next page, you will find suggested cognitive levels that could be associated with the different questions. (The cognitive levels are listed and described on pages 121 – 122 of the English Home Language Senior Phase CAPS document.)



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Suggested cognitive levels:

Question number	Mark allocation	Cognitive level
1.a	1	1
1.b.	2	3
2.a.	2	3
2.b.	1	3
3.a.	1	3
3.b.	2	4
4.a.	1	3
4.b.	4	2
4.c.	2	2
4.d.	2	2
4.e.	2	3
5.a.	1	3
5.b.	1	3
6.	3	1
7.	1	3
8.	2	3
9.	3	5
10.a.	2	1
10.b.	2	4

Summary:

Levels 1 and 2 (Literal and Reorganisation): 14 marks

Level 3 (Inference): 14 marks

Levels 4 and 5 (Evaluation and Appreciation): 7 marks

